

INSPECTION REPORT

EXNING PRIMARY SCHOOL

Exning, Newmarket

LEA area: Suffolk

Unique reference number: 124544

Headteacher: Mrs Lynn Dowson

Lead inspector: Ms Vreta Bagilhole
Dates of inspection: 15-18 September 2003

Inspection number: 256089
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4-9
Gender of pupils:	Mixed
Number on roll:	125
School address:	Oxford Street Exning Newmarket
Postcode:	CB8 7EW
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Hazel Pidsley
Date of previous inspection:	23/02/1998

CHARACTERISTICS OF THE SCHOOL

Exning Primary School serves the village and surrounding areas. There is a wide range of home backgrounds but overall pupils' home circumstances are above average and their attainment when they start school is above average as well. Most of the pupils are of white UK heritage and a small proportion are of Caribbean, African and Asian heritage. There are no pupils who are learning English as an additional language. The number of pupils leaving and joining the school other than at the usual time of first admission is low. Twenty per cent of pupils have special educational needs, which is broadly average but a number of these pupils have come to the school in the last few years with significant behavioural or learning difficulties. This is a new development since the last report.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17517	Ms V Bagilhole	Lead inspector	Mathematics Information and communication technology History Geography The Foundation Stage
11414	Mrs A Bennett	Lay inspector	
21522	Mr P B McAlpine	Team inspector	English Science Religious education Art and design Design and technology Music Physical education Personal, social and health education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school has a very good ethos and is very well regarded by those who use it. It provides a sound quality of education. By the time the pupils leave the school standards are above average in reading and writing, mathematics and information and communication technology. Standards in science and religious education are typical of those expected nationally. Pupils' achievement overall is satisfactory. The leadership of the headteacher is good. However, although the quality and effectiveness of teaching and management are satisfactory, the school's evaluation of its work does not ensure that it achieves the highest possible standards and performance that it can. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- by the end of Year 4 pupils attain good standards in reading, writing, mathematics and information and communication technology;
- the more able do well because the teaching challenges them effectively;
- the headteacher has established a caring community ethos in which each pupil is valued as an individual;
- the school's evaluation of its work and classroom practice is not rigorous enough;
- the role of the subject co-ordinators, special educational needs coordinator and deputy headteacher is underdeveloped;
- marking and assessment arrangements are not consistent;
- parents and pupils are very happy with the provision.

The school has made satisfactory improvement since the last inspection in February 1998. Standards in reading, writing and mathematics are higher. Improvement has been good in the key issues from the last report. Teaching in Year 4 has improved considerably. Leadership and management are not as good as found at the last inspection because school evaluation and assessment have not kept pace with national developments.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	C	D
writing	A	C	D	E
mathematics	A	B	B	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

Standards of work at the school are above average and pupils' achievement is satisfactory.

There is a very wide range of ability in the school, which varies in proportion from year to year and causes fluctuations in the test results. The inspection judgement is that standards are above average in reading, mathematics and information and communication technology by the end of Years 2 and 4. Standards in writing are average by the end of Year 2 and above average by the end of Year 4. The more able pupils do well and attain high standards. The few children who are from a minority ethnic background do as well or better than other pupils. Pupils with special educational needs and lower attaining pupils achieve well in mathematics and information and communication

technology. Their achievement in reading and writing is satisfactory. Standards in science and religious education are average by the end of Year 2 and Year 4 and overall pupils achieve satisfactorily. By the end of the reception year, standards are above those normally found in the children's communication, language and literacy, mathematical development and their knowledge and understanding of the world and the children of all abilities are achieving well.

Pupils' personal qualities, including their moral, social and cultural development are good Their **spiritual development is satisfactory**. The pupils' **attitudes and behaviour are good** and most children enjoy their lessons and the activities provided by the school. Their rate of **attendance** is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. There is a broad and balanced curriculum and the provision for pupils' personal, social and health education is good. A strength of the provision is in the wide range of extra-curricular and enrichment activities. The school provides very good care and support for the pupils. The partnership between parents and the school is very good and there are good links with the community. Teaching and learning are satisfactory. Teaching in mathematics is good and pupils apply themselves well to their learning because the teaching is stimulating. Teaching for children in the reception class is good and often very good. Very good teaching was also observed in information and communication technology. However, there is too little teaching observed in other subjects that is good or better.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is satisfactory. The school is well led by the headteacher and leadership provides the drive and vision for educational direction of the school. The professional development of staff is given a high priority. The governing body ensures the school fulfils its statutory duties and that the education provided serves all the pupils. However, school self evaluation is insufficiently rigorous and monitoring and evaluation procedures are not getting to the heart of teaching. The role of the curriculum co-ordinators, special educational needs coordinator and deputy headteacher is underdeveloped.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with all aspects of the school but in particular they feel their child is happy and making good progress. They trust the staff and know that the school will act upon any concerns and take effective action. Pupils also are very satisfied with the school and appreciate the help and support given to them by the staff. They find the rules fair.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- make sure that evaluation of the school's work including classroom practice encourages initiative, is analytical and identifies how successful action has been on bringing about improvement and identifies what else needs to be done;
- develop the roles of the subject co-ordinators, special educational needs coordinator and deputy headteacher so that they effectively influence teaching and standards;
- ensure that marking and assessment arrangements are thorough, consistent and analytical.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

By the end of Years 2 and 4 standards are above average in reading and mathematics. Pupils of all abilities achieve well in mathematics. Pupils attain average standards in writing by the end of Year 2 and above average standards by the end of Year 4. Achievement in English is satisfactory. The more able pupils do well. Standards in science and religious education are average by the end of Year 2 and Year 4 and overall pupils achieve satisfactorily. Standards in information and communication technology are above those expected nationally and pupils achieve well. Children in the reception class are on course to achieve standards that are above those normally found.

Main strengths and weaknesses

- standards in mathematics and information and communication technology have been maintained at good levels for the last five years;
- the more able pupils achieve well;
- the progress of pupils with low attainment on entry and those with learning difficulties is inconsistent;
- reception children do well and standards are above those expected for children of this age.

Commentary

There is a very wide range of abilities in the school but overall children enter the reception class with above average attainment for their age. By the end of reception the children do well and most children achieve standards that are above those expected for children of this age. During the inspection these children had been in school for one week and were keen to learn and even at this early stage they are able to concentrate well because the teaching engages their interest. They answered questions eagerly and showed a keen enjoyment in books, ordering numbers up to seven and a few already understood how to take one away from a given number below 10.

1. The school has a reputation locally as offering good provision for both the more able pupils and those pupils who have significant learning difficulties in literacy and this has affected the overall picture given by the 2002 test results in which standards overall were below average in writing, average in reading and above average in mathematics. They did not compare favourably with schools in a similar context. Closer scrutiny of these test results shows that the more able pupils were attaining high standards but there was a low overall performance by a relatively large group of boys in writing. Since the tests in 2002 the school has prioritised writing with the result that indications from the tests in 2003 show improved performance and standards are now average by the end of Year 2 and above average by the end of Year 4. However, boys are still not performing as well as girls and further curricular development is necessary. Standards in reading and mathematics have also continued to improve. Inspection evidence finds that by the end of Year 2 and Year 4 standards are above average in reading and mathematics. Those pupils from ethnic minority backgrounds generally do as well or better than other pupils. Standards in science are average and overall pupils achieve satisfactorily although the more able pupils achieve well. Standards in science are adversely affected by pupils with learning difficulties who have significant problems with recording work because of weak writing skills and they are not achieving as well as they could. Pupils from minority and mixed ethnic backgrounds mostly do well.
2. Almost all of the pupils with special educational needs are making more than typical progress in mathematics. However, they are more than a year behind expectations in literacy, including about half who are two or more years behind. Their achievement and progress are mixed and inconsistent through the school. A few pupils with special educational needs make excellent

progress, achieve very well in relation to the difficulties they experience, and catch up with national expectations. The majority of pupils with special educational needs achieve reasonably, given the nature of their difficulties, but because their specific needs are not diagnosed in sufficient depth or the appropriateness of the provision checked and specified more precisely, the pupils' individual needs are not always fully met. That pupils achieve reasonably reflects the strong, effective emphasis on pastoral care, including efforts to improve their self-esteem and make them feel valued. The school's reputation in this respect is deserved.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.0 (17.2)	16.0 (15.9)
writing	13.9 (14.8)	14.5 (14.5)
mathematics	17.0 (17.1)	16.6 (16.4)

There were 21 pupils in the year group. Figures in brackets are for the previous year

3. In English pupils' speaking and listening skills are above average and have much improved compared to the previous inspection and most pupils are confident speakers. By the end of Years 2 and 4, standards in reading are above average and a significant proportion of the pupils are attaining high standards. In writing standards are above average and achievement is good overall but there are variations between groups of pupils, with a significant minority of low attaining boys under-achieving. The school has identified this and there has been an improvement in the writing tests for Year 2 from 2002-2003. However, assessments are insufficiently thorough and regular to diagnose individual pupils' strengths and weaknesses.
4. Pupils are achieving well in mathematics and standards are above average by the end of Years 2 and Year 4. Pupils of all abilities are generally doing better in numeracy than in literacy. By the time they leave the school the most able pupils are already working close to the standards expected for the typical eleven year old and are on target to achieve well above average standards by the age of eleven. This is because the school has targeted this group well and there is a weekly lesson where this group work together on more challenging work. Almost all pupils with special educational needs also do well and they and are making more than typical progress.
5. In science standards overall are average throughout the school. The more able pupils generally do well and approaching half of the pupils in Year 2 and Year 4 exceed the nationally expected level for their age. Lower attaining pupils do not always make the progress they should and are often given work that is too difficult.
6. Standards and achievement are good in information and communication technology. The school has been careful to ensure that all pupils receive at least one weekly lesson in information and communication technology and has planned resources well to achieve this. Pupils of all abilities and ages are confident users of a range of software, which enables them to make good progress. The school is fortunate to have a teaching assistant who has the skills, knowledge and curricular expertise to teach the subject to small groups. The pupils' competence in information and communication technology enables them to make good progress in other subjects.
7. In religious education pupils achieve satisfactorily. The pupils have a good understanding of the need for rules and a satisfactory knowledge of world religions. However, the pupils' knowledge of Christianity by Year 4 is limited such as confusing John the Baptist with Jesus.

8. Insufficient work was seen to form overall judgements about standards in other subjects. All parents who responded to the questionnaire are very happy with the standards their child achieves and feel that they are making good progress.

Pupils’ attitudes, values and other personal qualities

The high rate of pupils’ attendance, with strong support from their parents indicates a keenness to get actively involved in school activities. Pupils’ moral and social skills are developed well and they have good opportunities to learn about cultures other than their own. Their personal development is good.

Main strengths and weaknesses

- the rate of pupils’ attendance is very good and there have been no exclusions;
- many pupils enjoy participating in the extensive range of lunchtime and after school clubs;
- pupils understand right and wrong, play together and take responsibility well;
- pupils’ spiritual development is not as well promoted as their moral, social and cultural development.

Commentary

9. The high level of pupils’ attendance is a strength of the school. It has been at a similar level for three of the last four years. With their parents’ very good support, pupils are almost always punctual, and there is no unauthorised absence. The school takes care to monitor attendance, but did not look for the reason for a drop of over three per cent in 2000/01.
10. Pupils’ attitudes towards school are as good as at the last inspection. Many attend the school clubs, and these are challenging activities, such as using a computer program to paint in the style of an established artist such as Monet or Lowry. Pupils in Year 3 and Year 4 have particular responsibilities as monitors and as members of the school council, which has a good impact on their personal development. Relationships between pupils are good, and they work and play well together. They have good levels of confidence. These aspects make a good contribution to the moral, social and personal development of pupils. Pupils’ spiritual development, while satisfactory, is not as well promoted as other aspects of their personal development. Assemblies make a sound contribution but opportunities for reflection on deeper issues are not apparent. Religious education is not having a sufficient impact on developing pupils’ spiritual awareness.
11. Pupils’ behaviour is good across all classes. There have been no exclusions, because the school makes good provision for those pupils with behavioural problems. There is a good level of racial harmony in the school. Pupils and parents are aware of unkind behaviour of a bullying nature that takes place. Both are confident that the school responds quickly and effectively when these are reported. There are a few boys who have significant behavioural difficulties. The school has yet to review how it can support these pupils to best effect.
12. The youngest pupils are only in their second week of school, and many only attend part time. They are already listening well to their teacher and are keen to contribute. They are fast learning classroom routines, like sitting quietly and with support organise themselves in play outside. They show a good deal of interest in their work and proudly show off their new classroom to their parents.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0

National data	5.4
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National data	0.5
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The main strengths are in the very good care, guidance and support given to pupils and the partnership with parents. Activities outside of lessons are also very good. The quality of teaching and learning are satisfactory with many good lessons in mathematics and information and communication technology and in the reception class.

Teaching and learning

Teaching and learning are **satisfactory** in Years 1-4. Mathematics and information and communication technology are well taught because the teachers make these lessons interesting and challenging for all pupils. Teaching in the reception class is good and often very good.

Main strengths and weaknesses

- teaching in mathematics is good;
- teaching is good in the reception class and often very good;
- teaching in information and communication technology is very good;
- the more able are well challenged;
- there is too little teaching in other subjects that is good or better;
- assessment has strengths and weaknesses. The school tracks pupils' progress year on year in English, mathematics and science but there is very little assessment of pupils' progress in other subjects. Marking is inconsistent throughout the school;
- teaching assistants provide good support.

Commentary

13. When children start in the reception class they make good gains in their learning and soon settle in to become inquisitive and interested in their environment. This is because the teacher has a very good knowledge of their needs and ensures that she challenges each child to do better no matter what level they have reached. Learning is fun and the teacher shares in the fun. The teaching assistant provides effective support and knows how to develop skills through discussion and questioning the children.
14. Teaching is broadly similar to that found in the last inspection but has improved in that there is no more unsatisfactory teaching. Teaching in Year 4 has improved considerably. Teachers in Years 1-4 plan and prepare well for lessons creating a positive climate within their classes. The basic skills of literacy and numeracy are taught effectively. Good challenge is provided for the higher attaining pupils which enables them to achieve well during their time in the school. In the good teaching in mathematics and very good teaching in information and communication technology there is a challenging pace and the teachers have a good knowledge of the subject with the result that all pupils apply themselves well and are productive learners. Questioning is used effectively in most lessons.
15. During the inspection there were weaknesses within too many lessons and because of these there is too little good or better teaching in Years 1-4. The school's monitoring of teaching has not picked these up because it has not been rigorous enough. Teaching in science is variable but is satisfactory overall. In most science lessons, teachers prepare thoroughly and use resources well. However, sometimes there is too much focus on writing and recording and not enough on experimental work. This causes difficulty for the lower attaining pupils and has a negative impact on their attainment. In some lessons in English, insufficient challenge means

that pupils do not work at a fast enough pace. A geography task observed after a good introduction was weak because it did not extend the pupils' knowledge and skills in geography and was mainly copying, cutting and pasting. Lessons in religious education lesson are valuable in helping pupils with their personal development but are not always focused sufficiently on religious education or spiritual development. Opportunities for teachers to improve are also lost because subject coordinators have insufficient time to support and improve teaching by evaluating its effectiveness and sharing good practice.

16. There is generally good organisation and effective discipline although there are some problems in the behaviour management of a small group of boys identified as having significant emotional and behavioural difficulties. This is not always backed up by sufficient expertise and teaching assistants are not always skilled at motivating boys and do not get the best out of them. This has had an adverse impact on their learning in literacy. There is some good teaching for pupils with special educational needs and a strong culture of pastoral care but teaching is not always informed by an accurate diagnosis of their individual difficulties and on these occasions it is less effective. In most lessons teaching assistants have a good effect on pupils' learning, are well briefed and support teachers well. The very good teaching in information and communication technology is largely carried out by a teaching assistant which has a good impact on standards.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactor y	Unsatisfactor y	Poor	Very Poor
0	3	7	8	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

17. Most of the 24 pupils who completed a recent questionnaire say that the teachers help them to learn. Homework is used appropriately to support learning and the pupils and parents agreed with this.
18. The school keeps good records of pupils' assessment and makes good use of optional and standardised tests to inform teaching. It keeps track on pupils' progress year on year although levels of the National Curriculum are not consistently used. Targets are set for pupils once a year and shared with parents and most pupils know these. This helps pupils know what they have to work at next to improve. In the reception class the teacher uses assessment from day-to-day to identify gaps in children's learning. However, teachers do not assess pupils' work thoroughly or analytically enough and there is little assessment in subjects such as religious education, geography and science. What there is depends on which key stage the co-ordinator teaches and then only information for that key stage is collected. Assessment information of pupils with special educational needs is not always shared rigorously between teachers. Marking is inconsistent throughout the school. There is some good practice in Year 4 where the pupils discuss the marking of work each week and identify what they could do better but generally pupils do not have a clear understanding of how well they are doing and how they can improve in the short term.

The curriculum

The curriculum for Years 1 to 4 is **satisfactory** overall. The curriculum for pupils in the reception year is **good**. Throughout the school a broad range of worthwhile and stimulating curricular opportunities are provided. The accommodation and the learning resources are satisfactory.

Main strengths and weaknesses

- all subjects of the National Curriculum are planned effectively. The curriculum includes religious education and statutory requirements are met;
- the provision for personal, social and health education is good;
- a wide range of interesting activities is provided outside lessons. The provision of extra-curricular activities is much broader than generally found in schools of this size and type;
- the provision for special educational needs is satisfactory but with aspects for improvement.

Commentary

19. The overall quality of the curriculum is broadly the same as it was at the time of the previous inspection. The lack of significant improvement reflects the underdeveloped roles of subject managers.
20. The programmes of study for all subjects of the National Curriculum together with the locally Agreed Syllabus for religious education form the basis of the school's yearly and termly planning for Years 1 to 4. The nationally agreed curriculum for pupils in the Foundation Stage guides the planning in the reception year. All subjects have satisfactory policies and detailed plans that allocate the content of the programmes of study to year groups and school terms. The thoroughness with which this long-term planning is done represents good practice. It is guided adequately by the subject coordinators and establishes a satisfactory order and progression to learning. The short-term planning is left to class teachers and shows some inconsistencies unnoticed by subject coordinators because they do not have the time to monitor the short-term planning. Occasionally, the short-term planning places insufficient emphasis on the development of skills and understanding. In religious education for example, some of the planning concentrates on facts and stories but is not clear about the underlying importance and symbolism of these to the faith community in question.
21. The range of extra-curricular and enrichment activities is very wide and of very good quality. The pupils are eager to join these clubs and attend regularly. Parents are pleased with this aspect of the school's provision. The extra-curricular and enrichment provision is promoting positive attitudes to school among the pupils, helping to stimulate and motivate them, and contributes effectively to their social and personal development. The quality and quantity of accommodation and resources at the school meet the needs of the curriculum.
22. The good provision for pupils' personal social and health education is an improvement compared to the previous inspection. Appropriate provision is made for pupils to learn about alcohol and drug misuse.
23. The broad curriculum experienced by pupils with special educational needs is largely the same as all other pupils and this is appropriate. In most lessons, the teachers group pupils by ability and provide different levels of work for the different groups. Organising work in this way is designed to boost success and is generally effective. All pupils with special educational needs have individual education plans and this is more than required nationally. The learning objectives identified in the plans are usually measurable and broken into small learning steps; this is good practice. However, the plans do not specify clearly enough the extent and nature of provision being made to meet the objectives. Consequently, the provision is largely general rather than specific, or special, in nature and is not always tailored finely enough for the individuals concerned. The provision for pupils with statements of special educational needs is mixed, reflecting limited opportunity for the special educational needs' coordinator to monitor provision and ensure it meets requirements.

Care, guidance and support

All the adults in the school have a genuine interest in the pupils, and know and care for them very well. There are very good arrangements when pupils transfer to or from the school. Governors take their responsibilities for welfare, health and safety seriously.

Main strengths and weaknesses

- regular training for staff in child protection and first aid;
- very clear documentation and policies;
- good use made of valuable governor expertise relating to health and safety of buildings;
- routine health and safety visits do not take place during school hours;
- attendance registers are kept in classrooms, and this is a health and safety concern.

Commentary

24. Inspection evidence and parents' comments show that this area is even better than at the last inspection. Pupils are cared for very well in a safe environment. Teachers know their pupils extremely well, as is shown by the comments they write on end of year report. They pass on to each other their all-round knowledge of pupils at the start of the school year. Training is prioritised, staff are well informed about aspects of first aid and child protection, and policies are clear.
25. The governors and an external consultant have carried out health and safety checks, and made improvements throughout the building. They have not had the complete picture, however, because their visits have not been undertaken whilst pupils are in the school. Accidents and injuries are recorded appropriately, and links made with any health and safety issue. There is a health and safety concern because of class registers being kept in the classrooms and not returned to a central location.
26. There are very effective induction arrangements for pupils starting school at the age of four, and this has good impact on their personal social and emotional development. Transfer arrangements at Year 4 are also very good and lead to a smooth transition into the next stage of pupils' education.
27. Pupils are very supportive of the school. They feel they can approach their teacher or the headteacher if they have problems, and are confident that these will be resolved. The school recently used a pupil questionnaire to find out more about aspects of behaviour, such as bullying, but missed the opportunity to analyse and use it to find out about pupils' attitudes.

Partnership with parents, other schools and the community

The school and parents have established a mutually supportive relationship and work very well together. This is a village school which values its community. It works well together with other groups of schools to give pupils experiences which they might otherwise miss.

Main strengths and weaknesses

- parents are very supportive;
- annual reports are very good;
- written information for parents, including a website, is of good quality;
- parents are not given enough information about what pupils will be studying;
- school acts quickly when parents bring something to its attention;
- breakfast club is valuable for working parents;
- effective curricular links with local schools;
- parents are not formally consulted.

Commentary

28. Parents, pupils and staff enjoy a harmonious working relationship in which each values the other's contribution. Parents are very supportive of the school and its work, and speak of it in glowing terms. They receive very good annual reports, which tell them all they need to know

about their child's progress, and what needs to be done to improve. They want to encourage their children at home, and some would like more information about the work to be undertaken each term. Aspects of this are displayed in some classrooms, but are not circulated more widely.

29. Many parents volunteer to get involved in the school's life, formally and informally, and there is a reservoir of enthusiasm for all that the school stands for. Parents are happy that the school listens to any complaints and takes action quickly. The headteacher makes a habit of regularly chatting informally to parents, but they are not routinely consulted. This is a lost opportunity to take on parents' ideas and concerns. The breakfast club is well attended and enables the pupils to begin their day in a structured and caring environment.
30. The school uses the local schools and the Suffolk small schools association well to gain access to activities that would otherwise be beyond their scope or budget. This gives pupils, for example, the chances to hear Afro-Caribbean drum music and this makes a good contribution to pupils' cultural development. The school is an important part of the community. It is the school of choice for many who live beyond the village. The church is the focus for the school's Christmas celebrations, and the school field is regularly used by community organisations.
31. Relationships with the schools to which pupils transfer at the end of Year 4 are good. Most of the pupils from the private nursery on site transfer to the school, and liaison is very good, with pupils attending each other's performances and being gradually introduced to school activities. This means that pupils quickly settle into school routines and no time is lost in continuing their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. Leadership is **good** and management is **satisfactory**. There are strengths in the leadership and management of the school but there are also shortcomings. Governance is **satisfactory**.

Main strengths and weaknesses

- the headteacher has drive and has been very influential in developing the good relationships and in creating a very positive ethos for learning;
- the professional development of staff is given a high priority;
- the role of the curriculum co-ordinators, special educational needs co-ordinator and deputy headteacher is underdeveloped;
- school self-evaluation is not rigorous enough;
- the governing body ensures the school fulfils its statutory duties and that the education provided serves all the pupils;
- the school is efficiently run.

Commentary

32. The headteacher leads the school well, has a clear educational vision and is passionate about the education and welfare of pupils under the care of the school. There are very effective relationships between all those involved in the school. It is a very happy place to be and the ethos is very good. The headteacher has a good knowledge of the curriculum and each pupil's individual achievement. Parents strongly support the leadership.
33. The leadership and management of the school is not as good as that found in the previous inspection because systems have not developed since then in a sophisticated enough way and the leadership of the curriculum and teaching by curriculum co-ordinators and the deputy headteacher is not as effective as found then. The school's self-evaluation and monitoring

have not picked up that improvement is needed in these areas. The process of formulating a school improvement plan is well established and current relevant priorities are identified and resourced. The evaluation is insufficiently rigorous and as a result improvements are implemented but there is a lack of rigour in monitoring and evaluating their effectiveness.

34. The present systems have been used to bring about improvement such as the effective use of questioning in lessons. The school has identified appropriate priorities such as writing from its analysis of standardized tests. It keeps good information on individual pupils. However, monitoring and evaluation procedures are not getting to the heart of teaching and influencing improvements based on accurate diagnosis. All staff are fully aware of the main educational priorities of the school, which are discussed with relish at staff meetings. There is a lot of discussion followed by action in the classroom and informal monitoring but no analytical evaluation of how successful the action has been in bringing about improvement and identifying what else needs to be done and encouraging initiative.
35. The subject co-ordinators and the deputy headteacher make a satisfactory contribution to school improvement but their role is underdeveloped. They have not been delegated enough opportunity to develop their responsibilities. They monitor a few lessons and disseminate school and national guidance but do not have a sufficiently full picture of standards and teaching across the school so that they can plan new initiatives effectively and make a significant contribution to the standards achieved and the quality of teaching and the curriculum. Insufficient action, planning and evaluation take place. There have been staff meetings on marking and the role of the co-ordinator but action has been left to individual members of staff to carry out. The deputy headteacher, who is also the special educational needs, English and Foundation Stage co-ordinator, gets no time to carry out her responsibilities and has no clear role in school self evaluation.
36. The role of the special educational needs coordinator is underdeveloped. There is no time allocated to monitor and work to improve the quality of provision during the teaching day. This is unsatisfactory. Systems are in place to identify pupils with special educational needs. In terms of the pupils identified, the system is accurate. A few pupils with low attainment are not on the list and should be. Assessment information is not always shared rigorously between teachers, reflecting the limited opportunity the coordinator has to check assessment arrangements. Relationships with parents of pupils with special educational needs are good, reflecting regular oral communication. Documentation, however, is minimal, with potential for a breakdown in communication if circumstances change.
37. The school's financial planning has related well to the identified priorities for improvement and best value principles are applied. All staff have access to guidance and a good level of training. Staff have clear targets as part of their performance management and the school is well involved in the training of new teachers. Deployment of staff and support staff has been good and induction of newly qualified teachers is satisfactory. However, there is lack of strategic planning to ensure that the workload of subject leaders and the deputy headteacher's is managed so that they have a greater effect on standards and classroom practice. The governors continue to give the school good support and undertake regular visits and fulfil their legal responsibilities well. They are well involved in school development planning and ask questions but the challenge they provide to the school to improve and ensure that rigorous evaluation is embedded in all the school's practice is a shortcoming.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	316788	Balance from previous year	18307

Total expenditure	336910
Expenditure per pupil	2717

Balance carried forward to the next	21374
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PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- children of all abilities achieve well and standards are good by the end of the reception class;
- teaching and learning are good;
- the children are happy and settle well into classroom routines;
- the children are keen to learn and even at this early stage they are able to concentrate well because the teaching engages their interest;
- the children work together well in groups on their own and when teaching assistants are with them.

Commentary

38. Most children, having been in school for a week at the time of the inspection, behave well and have good attitudes to learning. They are keen to contribute ideas and are beginning to listen while others speak. They are enthusiastic and curious for the work they do in class and are fast becoming familiar with the classroom rules. The good opportunities for role play enable the children to initiate activities and try new ideas out. Having watched their teacher, two children were observed role-playing as police asking questions of other children and recording answers on a notepad.
39. The teacher and teaching assistants have already established good relationships with the children. Good opportunities are planned for children to work alone and in small and large groups. Resources are well organised. The provision is well led and satisfactorily managed. Assessment is good.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- by the end of the reception class, standards are above those expected and the children achieve well;
- teaching and learning are very good;
- teaching is stimulating and exciting;
- the teaching displays a very good knowledge of how young children learn;
- the children are eager and keen to contribute.

Commentary

40. Most children are on course to exceed the expectations of the early learning goals. The very good teaching effectively builds on what the children know and provides many well planned opportunities to enhance their learning. The children achieve well and cannot fail in these sessions because the teacher grabs their interest from the start. She is careful to include all the pupils in lessons and is aware of the stage of learning they have reached. Teaching extends and challenges children's language and literacy skills through the activities provided. The teacher is skilled in helping the children develop their ideas and extend their thinking and use of language. The children show a real enjoyment of books and the teacher is very effective

in bringing books alive for them. Many answer questions about the book '*Handa's Surprise*'. They use sentences, speak confidently in front of others, and extend their thoughts with comments such as 'an ostrich has wings but it does not fly'. The children are making very good progress in their knowledge of initial letters and can write a few letters with the most able forming words. Leadership is good and provides the drive for raising achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- standards are above those expected for children of this age;
 - the completed Foundation Stage profile and the children's work last year shows that the children are achieving well in this area of learning;
 - lower attaining children and the more able achieve well.
41. Although no teaching was observed in this area the development, mathematical skills is well integrated into the children's daily work and the children's achievement is good. There is a good emphasis on counting and number recognition. The children new to school this term are counting reliably up to seven and a few can take one away from a given number. They extend their learning through role play in a shop and join in number rhymes. The children's work shows that they join in practical activities such as weighing teddies and measuring their arms using non standard measures. By the end of the reception year many use numbers up to 20 and a range of strategies to add and subtract.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths

- standards are above those expected for children of this age;
- teaching and learning are good;
- the teacher uses methods which enable children to learn effectively;
- children's work shows that they achieve well;
- teaching assistants make a good contribution to children's learning.

Commentary

42. The teacher plans interesting activities and these help children to develop a deep curiosity about their world. Questions are used well by teaching assistants to extend awareness and to check children's understanding. The work is challenging for all children and activities are well considered and organised. Good opportunities are provided for children to develop their computer skills and the children have used the computer microscope to identify parts of a snail and to look closely at rocks. They have good opportunities to build and construct a range of objects. They make a cut out person and give him/her moving joints. They handle and look carefully at objects such as fruit, noting all the different colours and the feel. In the group activities observed during the inspection the teaching and learning were good. Leadership and assessment is good and this has a good impact on the children's progress. Management is satisfactory.

PHYSICAL DEVELOPMENT

43. It was not possible to make judgements about this area of learning although the foundation profile shows that most pupils achieve the early learning goals by the end of the reception year. Children were observed moving confidently on wheeled toys and being able to take turns and share. Children this term have used balls for throwing. Children are achieving well in fine motor skills because they are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. The children new this term were using pencils and crayons and handling knives carefully and with satisfactory control.

CREATIVE DEVELOPMENT

44. It was not possible to make judgements about this area of learning although the foundation profile shows that most pupils achieve the early learning goals and do well by the end of the reception year. Work shows that the children use their computer skills well to draw and paint. During the inspection a group working with a teaching assistant were drawing fruit showing good observational skills and detailed attention to the colours they could find. The teacher plans a very good range of imaginative activities for role play with which they can express and communicate ideas. No musical activities were observed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision is **satisfactory**.

Main strengths and weaknesses

- in both reading and writing, pupils with typical or better attainment on entry to school generally do well and all of them are reaching or exceeding the standards expected of similar pupils nationally. Achievement is generally good for the more able pupils;
- standards by the end of Year 4 are above average overall in both reading and writing, reflecting the relatively large proportions of pupils whose attainment exceeds national expectations;
- the progress of pupils with low attainment on entry and those with learning difficulties is inconsistent. A few make excellent progress but the educational needs of others with low attainment are not always diagnosed and tackled sharply enough and so they do not consistently achieve as well as they might;
- the assessment arrangements are satisfactory but with aspects for improvement;
- the role of the subject coordinator is underdeveloped.

Commentary

45. Achievement is satisfactory overall though varying between different attainment groups. Standards have improved since the previous inspection. Individual attainment varies widely between pupils. Several pupils are gifted and attain extremely highly for their age. A few have very significant learning difficulties. The attainment of close to half of the oldest pupils exceeds the nationally expected level for their age in reading, with about a quarter doing so in writing. These proportions are much higher than the typical school and they increase in size, as the pupils get older, reflecting the effectiveness of the teaching for the more able pupils. More than a fifth of the pupils have learning difficulties; while the extent of the difficulties varies, the proportion is large. Those with minor learning difficulties do not always catch up with expectations quickly enough. A small number of pupils are from minority or mixed ethnic backgrounds; almost all of these pupils attain highly and achieve well.

46. The overall test results for Year 2 pupils, based on proportions in reading and writing, have declined relative to the national picture because there are more pupils attending the school with significant learning difficulties than there were a few years ago. Within this overall picture, the performance of the more able pupils was sustained at relatively high levels in both the 2002 and 2003 tests. The results in 2003 were better than 2002, particularly in writing, reflecting the impact of curricular developments aimed at raising standards in this aspect. These developments have helped the average and more able pupils to achieve well. The tests in 2002 also showed low overall performance by a relatively large group of boys in writing. Although improved in 2003, the difference in attainment in writing between boys and girls is still substantial, showing that further curricular development is necessary to improve the effectiveness of provision for those boys whose attainment is below expectations. In reading, the differences in overall standards between boys and girls are not significant.
47. Speaking and listening skills have much improved compared to the previous inspection but there are still pockets where further improvement is necessary. The substantial majority of pupils in Year 4 are confident speakers whose achievement in this aspect is better than the typical pupil nationally. They listen attentively, respond in ways that show good understanding of the main points in discussions, ask relevant questions and comment on the views of others. A few of the pupils in Year 4 are poor speakers and listeners, with instances in other classes throughout the school, almost all of them boys. Throughout the school, teaching methods do not always promote the verbal involvement of these pupils by direct questioning and this is contributing to their slow improvement.
48. Reading skills are above average, with significant numbers of pupils attaining levels between one and four years ahead of similar aged pupils in other schools. In Year 4, the substantial majority of pupils are able to read a range of straightforward narrative and information texts independently and accurately; this is almost a year ahead of national expectations. A significant proportion of the pupils are reading two or more years ahead of expectations. In Year 2, the substantial majority are well launched into reading. They tackle the shorter unfamiliar words with good success in the main but generally struggle on the longer unfamiliar words. A few gifted readers in both Year 2 and Year 4 have excellent skills for their age. These pupils generally entered the school with advanced skills and the teachers have maintained a consistently good momentum to their learning over time. Pupils have good attitudes to reading, which are enhanced by the good quality of resources and use of the library and also by the effective partnership with parents who encourage their child to read at home. A teaching assistant has responsibility for the computer library and indexing system which she does very well.
49. Because of the timing of the inspection, much of the work in writing seen by inspectors was from the previous school year. Standards in writing are improving and are average by the end of Year 2 and above average by the end of Year 4. There are variations in the achievement between groups of pupils, with a significant minority of low attaining boys who could do better. The proportion of pupils exceeding expectations in writing is smaller than in reading. In Year 4, by the end of the school year 2002-2003, the typical pupil was writing in a sustained, lively and interesting style. Grammar, spelling, punctuation and handwriting were generally accurate. The range and quality of work from Year 3, the pupils just entering Year 4 at the time of the inspection, is consistent with that of their predecessors in Year 4. In Year 2, almost all of the pupils currently in the class can write one or two short sentences and about half extend their writing to several sentences; this is more than satisfactory for the start of Year 2.
50. The writing of low attaining pupils, particularly their independent writing, shows inconsistent progress over time. The nature of the difficulties faced by these pupils varies with the individual. They are often broader than just writing skills yet within each class the pupils with low attainment too often have similar tasks to complete as a group. The provision for these pupils, although very caring in a broad-brush way, does not consistently get to the heart of their difficulties with literacy or rigorously and systematically provide for their specific improvement. When it does, as with a boy in Year 2 who in less than a year went from being unable to write

more than odd words to writing short stories; progress and achievement are excellent. However, the work of an older boy in another class showed almost no progress over the same period. Class assistants have good relationships with the pupils they work with but do not always vary their questioning or support to meet the different learning needs.

51. The teaching is never less than satisfactory and some times good. The teachers create a positive climate within their classes and generally motivate the pupils well. The methods are effective in the main and are based on those recommended in the National Literacy Strategy framework. Good challenge is provided for the more able pupils. Because of this the bulk of the pupils acquire new knowledge and skills at a good pace; work hard and show application; and develop appropriately the skills necessary to work both independently and collaboratively. In some satisfactory lessons teaching is insufficiently challenging. The teachers are placing more emphasis this year on independent writing and this is having a good impact on attainment and progress.
52. The assessment arrangements are broadly satisfactory but not as good as they were at the time of the previous inspection because improvements have not kept pace with national developments. Good use is made of the assessment information when organising pupils into ability groups and for deciding which pupils may need extra support. However, although all statutory requirements are met, the data collected by individual teachers is not collated sufficiently to provide a clear and cohesive overview of standards throughout the school nor are the assessments sufficiently regular, frequent or as thorough as they could be when diagnosing individual pupil strengths and weaknesses. This is preventing the subject coordinator from developing an accurate overview of standards and the performance of year groups throughout the school and is leading to inconsistencies in identification of pupils whose progress slows. Insufficient use is made of information technology to manage the assessment data. As a result information is not shared rigorously.
53. Leadership and management are satisfactory. The role of the subject coordinator is underdeveloped and this is slowing the pace of improvement.

Language and literacy across the curriculum

54. The use of language and literacy skills across the curriculum arises naturally in all subjects but its use is not always planned to best effect. There is a general expectation by senior management and subject management that literacy skills are developed in other subjects and there are opportunities in history and geography, for example, which lead to useful extended writing. The curricular planning shows, however, that these opportunities are not consistently planned to develop specific reading or writing skills in as much depth as is necessary to make them fully effective and there is considerable variation between the teaching.

MATHEMATICS

The provision is **good**.

Main strengths and weaknesses

- standards are securely above average by the end of Year 4. Pupils of all abilities make more than typical progress and achieve well;
- teachers have a good understanding and knowledge of the curriculum;
- lessons are well planned and prepared and support staff are used effectively;
- the role of the subject coordinator is underdeveloped;
- marking is not consistent throughout the school and often does not identify how pupils can improve further.

Commentary

55. Almost all pupils whatever their ability are making more than typical progress and their achievement is good. By the end of Years 2 and Year 4, pupils attain above average standards and are on target to achieve well above average standards by the age of eleven. The headteacher teaches groups of more able pupils which is having a positive impact on their attainment. In 2002 the percentage of pupils in Year 2 attaining at a level that is higher than typically expected for their ages was well above average and indications from tests in 2003 suggest a similar picture. Pupils with special educational needs are also doing well in relation to their prior attainment. Standards are higher in Year 4 than those reported at the previous inspection.
56. Teachers show a confidence in their teaching of mathematics and this has a good effect on the standards the pupils attain. By the end of Year 2, pupils confidently add, subtract, divide and multiply simple number problems. They have a satisfactory grasp of mathematical language and can discuss what they have done. Most pupils work competently with numbers up to 100 and the most able work with numbers over 1000. By the end of Year 4, pupils work well, solving problems in the four number operations. They have good mental calculation skills because the teacher ensures that there are well-paced sessions on this at the beginning of lessons. The more able can solve problems of ratio. Lower attaining pupils complete tallies in a vehicle census and recognise the importance of measuring accurately. They are developing a good understanding of area, perimeter fractions and decimals. The pupils concentrate well on their work because they are interested and behaviour is good. Pupils are good at giving reasons for their answers and discuss their work well with a partner. Teachers take care to ensure that there is appropriate challenge for pupils of all abilities and plan the curriculum well. As a result pupils make good progress in all the attainment targets. A scrutiny of the pupils' work from last year shows good progress by pupils of all abilities in measuring, solving problems, handling data and understanding the properties of three-dimensional shapes.
57. The quality of teaching and learning are good. In the lessons observed, work was planned well to match the needs of pupils and challenged them to achieve more. Teachers have a good knowledge of the subject and implement the National Numeracy Strategy well. Lesson objectives are clearly identified. Teaching assistants provide good support in lessons by having a good knowledge of what the pupils need to learn and contribute well to the progress the pupils make, particularly those with special educational needs.
58. Leadership is good and management is satisfactory. The co-ordinator is knowledgeable and has attended training and disseminated the information to the staff. She has monitored teaching in all classes and improvements are discussed with teachers. However, she does not have a strong enough overview of standards across the school. Assessment is satisfactory. The school keeps a range of information from national and standardised tests and tracks pupils' progress through the school. In Year 4 the pupils discuss the marking of work each week and identify what they could do better but marking is not consistently applied throughout the school to identify what the pupils need to do to improve in the short term. Yearly targets are given to pupils at the end of each year and discussed with parents. A good feature is the links with the middle school and the follow up tracking of the school's pupils when they reach Year 6.

Mathematics across the curriculum

59. There were some good examples observed of how pupils use their competence in mathematics to enable them to make progress in other areas of the curriculum. Skills in mathematics are well applied in information and communication technology. Pupils show a good understanding of collecting and recording data. They choose whether a block or pie chart is the best method of presenting information about the area of countries in the European Union and construct shapes with logo. More able pupils make a good attempt at drawing an octagon accurately. Knowledge of symmetry is applied in art and design. In geography Year 2 pupils

used litre bottles when comparing water use in Britain and Ghana. In history the pupils have a good understanding of dates and work with time lines.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- the more able pupils generally do well and approaching half of the pupils in Year 2 and Year 4 exceed the nationally expected level for their age;
- the more able pupils achieve well;
- the arrangements for assessment are insufficiently coordinated;
- the role of the subject coordinator is underdeveloped and this is slowing improvements in teaching.

Commentary

60. Standards overall are average throughout the school. The achievement of the pupils is satisfactory though with variations between groups of pupils. The more able pupils are working to capacity and their achievement is generally good. The underlying picture is complex. Standards in scientific enquiry are satisfactory, as are those in life processes and living things; materials and their properties; and physical processes. Standards are the same as the previous inspection but lower overall than English or mathematics because a larger number of pupils are not attaining the nationally expected level. Improvement since the previous inspection is satisfactory overall because the relatively large proportion exceeding expectations has been sustained. Close to half of the oldest pupils exceed the nationally expected level for their age and this is much better than the typical school. These pupils are achieving well. However, about 30 per cent of the oldest pupils do not reach the expected level and this is worse than most other schools. Pupils with learning difficulties, mostly boys, generally have significant problems with recorded work because of weak writing skills and they are not achieving as well as they could. Pupils from minority and mixed ethnic backgrounds mostly do well.
61. Teaching is variable; it is satisfactory overall but has not improved enough since the previous inspection and this is why standards have not risen to the same level as English and mathematics. The lack of substantive improvement is because the subject coordinator has insufficient time to support and improve teaching by evaluating its effectiveness and sharing good practice. In most lessons, teachers prepare thoroughly and use resources well to demonstrate and support their exposition. This use of practical equipment and resources is not always continued into group and individual work, which sometimes focuses on writing and recording what was seen in the teacher's demonstration at the expense of further experimentation independently. This affects low attaining pupils with poor writing skills in particular.
62. Assessment is under-developed and inconsistent between classes. Much of it is undertaken towards the end of the school year or as part of the statutory and transfer arrangements. This is too late for the outcome of assessment to be used formatively during the school year to raise standards. Assessment information is not collated or used to evaluate performance well enough in different year groups or to track the progress of the pupils.
63. The pupils experience a broad and balanced curriculum. Curricular planning in the long-term is good and implemented effectively. Short term planning and lesson planning are satisfactory. The environmental resources have been well developed. The school has invested in a pond, a wild garden, has placed closed circuit television cameras in bird boxes, and has developed a nature trail within the school grounds which has a good impact on the provision. Resources are good.

64. The leadership and management roles of the subject are under-developed. The coordinator has insufficient time for management and administration and too little involvement in monitoring, evaluating and developing the teaching throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- standards are above average;
- teaching and learning are good and the pupils achieve well;
- pupils are confident when using computers;
- the teaching by the teaching assistant is very good;
- pupils' work is completed with care.

Commentary

65. Standards are above average by the end of Year 2. No lessons were observed in Year 4 but from analysis of the pupils' work held on the computers and discussions with staff and pupils, standards are above average. Pupils of all ages make good progress and are achieving well. Standards have remained at the same good levels found at the last inspection.
66. Pupils are confident users of computers and develop their ideas well working with a variety of information. This is very much due to the skills of the teaching assistant who plans very effectively and knows exactly what she expects each pupil to achieve. Tasks are linked well to pupils' level of attainment. In Year 2 pupils know how to use the most effective text in their writing and presentation and use software well to create a picture with speech bubbles. In Years 1 and 2 they make good use of spelling, letter and word programs. They work at an above average level on painting and drawing software drawing lines to fill with tones of a colour. They show very good attention to the quality of their work and will improve it if they need to. In Year 4 the pupils make good progress in developing, organising and presenting their work and use the computer to present information in different forms. Planning builds securely on what pupils already know and ensures that pupils a good range of applications. Pupils write poems showing good skills of presentation and knowledge of the correct layout. They search for and import pictures into their work in science to add to their work on small creatures. When using a spreadsheet they make decisions on which type of chart is the best to use to display the information. They exchange information through email with their parents or friends.
67. Inspectors observed two group sessions taken by the teaching assistant and the quality of teaching and learning was very good. The teaching assistant is very knowledgeable about the requirements of the curriculum. Class teachers are insufficiently involved in the teaching. Although there are sufficient computers these are housed in a small area, which makes class teaching impracticable, and therefore groups are taught by the teaching assistant. The pupils learn and achieve well. They will apply themselves totally to the work and have very good levels of concentration. They know that if they need support it is there for them.
68. There is a vacuum in the leadership and management of the subject this term but this is being ably filled by the teaching assistant who is implementing plans from the previous co-ordinator who has left. Assessment systems are due to be developed this year.

Information and communication technology across the curriculum

69. There is good use of information and communication technology in literacy, numeracy and art and design and the subject is satisfactorily applied in other subjects. The school provides appropriate software across the curriculum and is continually improving this.

HUMANITIES

70. Insufficient work was seen to form overall judgements about provision in **history** and **geography**. However, one lesson in each subject was observed. A good history lesson was seen in Year 4 which enabled the pupils to make good gains in learning about the Romans. The pupils had a good recall of facts learnt in previous lessons and they were able to think carefully about the differences between life then and now. One girl suggested that modern times are indeed more violent because of the modern weapons we have which have been used in places such as Iraq. The teaching caught the pupils' imagination and paid good attention to details of a Roman soldier's uniform. Resources such as pictures and photographs were well used. It was interesting to note that some of the boys with special educational needs who had been observed misbehaving in other lessons were in fact well motivated and well behaved during this lesson because it caught their interest fully. The lesson in geography in Year 2 was satisfactory and contained strengths and weaknesses. There was effective use of questioning, which challenged the pupils to consider differences between life in Britain and Ghana today, but the task did not extend the pupils' geographical knowledge and skills and involved too much copying, pasting and cutting.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- the achievement of pupils is satisfactory in the main and their attainment is broadly consistent with the locally agreed syllabus;
- the subject makes a good contribution to moral, social and personal development of pupils;
- the coordinator provides good guidance and advice when asked but her role is underdeveloped because she has no time to check policy implementation in other classes or to evaluate and share good practice;
- assessment arrangements are underdeveloped.

Commentary

71. The achievement of the pupils is broadly satisfactory but the pupils' knowledge of Christianity by Year 4 is limited. Pupils make typical amounts of progress in relation to most aspects of the programme of study and when compared to similar pupils in other schools. The overall picture is similar to that found at the time of the previous inspection.
72. The provision places strong emphasis on moral and humanistic elements and is successful in teaching pupils how to respect each other and live together harmoniously. The pupils have a good understanding of the need for rules and principles to govern behaviour. They set these in a context of valuing and caring for others and the environment and building social relations on mutual respect. This benefits their personal and social development significantly.
73. The pupils are acquiring some knowledge of ceremonies such as baptism and marriage and of celebrations and festivals, including Christmas and a selection of those linked to other major world religions. Much of this knowledge is appropriate and consistent with knowledge and standards in similar schools. Pupils in Years 2, 3 and 4 are developing detailed knowledge of

Judaism. In Year 3, this is supplemented with studies of Hinduism. They are also gaining knowledge of a small number of Old Testament stories, such as Moses and the story of Jonathan and David. In Year 2, pupils acquire knowledge of a few parables, such as the Good Samaritan, and a small number of stories about the life of Jesus. However, conversations with pupils reveal that their knowledge of Christianity is very tenuous, more so than is typical for their age. Very few of those spoken to in Year 4, for example, confidently knew that Christians believe that Jesus was the Son of God. Most of them recollect little about their study of John the Baptist in Year 3, confusing him with Jesus. On the other hand, they had clear recollections of their work on marriage because it was based on personal experiences of marriage ceremonies they had been to, though links with Christianity and with Christian symbolism embedded in the marriage ceremony had not been made.

74. The teaching is satisfactory. Lessons are well planned and generally engage well with the pupils. In a useful lesson in Year 4, the pupils discussed everyday rules and consequences, setting this in a context of caring for others. The pupils responded readily, giving examples from personal experience, such as turning mobile telephones off when visiting people in hospital because otherwise it might affect equipment and hurt the patients. This lesson was valuable in helping pupils with their personal development. It was not, however, focused sufficiently on religious education or spiritual development.
75. The yearly curricular planning is satisfactory and based on the locally agreed syllabus. The syllabus has a series of broad objectives and all of those that are relevant to the ages of the pupils are built into the school's planning. The syllabus intends that teachers will use relevant examples from Christianity and other major world religions when teaching to the broad syllabus objectives. It is this latter element that is implemented inconsistently by the school and this is why insufficient emphasis is placed on Christianity overall.
76. The coordinator has good knowledge of the syllabus and the subject but has insufficient time during the teaching year to check on the work of her colleagues, develop their knowledge of the syllabus, and to share good practice by working alongside them. The coordinator has introduced a purchasing policy to improve resources and extend collections of artefacts relevant to the selected major world religions. This is good practice. No assessments of pupils' attainment or progress are made and this prevents the coordinator building a picture of performance in the school overall.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Insufficient work was seen to form overall judgements about provision and standards in art and design, design and technology, music and physical education. A music lesson was observed in Year 2 where the teaching was satisfactory. There were good links with their geography work on Ghana and pupils were able to look at musical instruments used in Africa and to appreciate the sounds they made.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- the teachers and other adults employed at the school share the headteacher's vision and implement the provision effectively;
- pupils are given good opportunities to express their opinions;
- pupils participate well in school decision-making.

Commentary

The teachers and other adults employed at the school share the headteacher's vision and implement the provision effectively. Insufficient work was seen to form overall judgements about standards and teaching but one good lesson was observed during the inspection and the provision is developing well. Pupils are given good opportunities to express their opinions, and explain their views, on issues that affect themselves and society. In the lesson observed they made good use of their partners to discuss their emotions when a friendship breaks down. They could share their experiences and understood that actions have consequences. The pupils have a good understanding of why rules and laws are made and enforced and undertake responsibility through the monitor system and participate in the school's decision making process through the school council. They show care about the development of the school grounds with the pond and wild area. They think about the lives of people living in other places such as Ghana and other times such as the Greeks and Romans. They are aware of the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. They feel positive about themselves and keep good portfolios of their achievements.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).